



Holly Hill-Roberts Middle

530 Hesseman Street
Holly Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	508 Students	
Principal	JoAnn B. Lawton	803-496-3818
Superintendent	David Longshore, Jr.	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

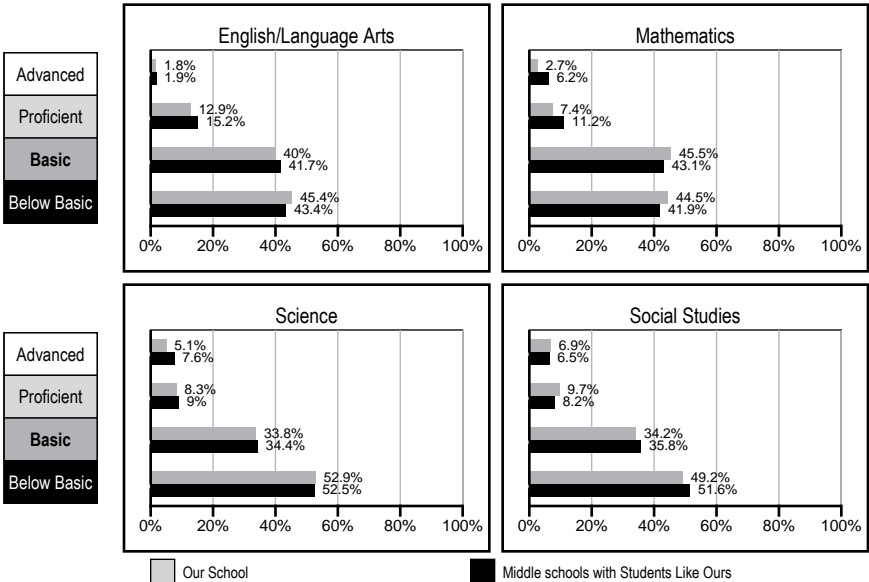
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	5	33

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	85.4	89.4
English 1	95.5	89.3
Physical Science	0	31.5
All Subjects	88.9	87.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=508)				
Students enrolled in high school credit courses (grades 7 & 8)	28.9%	Up from 28.4%	11.9%	19.4%
Retention rate	1.2%	Down from 3.8%	2.6%	1.8%
Attendance rate	97.1%	Up from 96.4%	95.1%	95.8%
Eligible for gifted and talented	8.9%	Down from 12.3%	7.0%	15.3%
With disabilities other than speech	12.7%	Up from 9.0%	13.7%	12.9%
Older than usual for grade	2.0%	Up from 1.4%	5.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 2.5%	0.5%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	58.7%	Up from 55.8%	54.3%	55.0%
Continuing contract teachers	63.0%	Up from 60.5%	55.1%	70.6%
Teachers with emergency or provisional certificates	17.5%	Up from 12.8%	18.2%	5.4%
Teachers returning from previous year	84.7%	Down from 86.4%	77.1%	83.4%
Teacher attendance rate	95.0%	Up from 93.5%	94.7%	94.9%
Average teacher salary	\$46,101	Up 2.0%	\$43,315	\$44,706
Professional development days/teacher	11.5 days	Down from 12.3 days	11.8 days	11.8 days
School				
Principal's years at school	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.3 to 1	16.6 to 1	20.1 to 1
Prime instructional time	91.1%	Up from 88.3%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	63.9%	Down from 70.0%	95.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$8,074	Up 5.4%	\$8,250	\$7,097
Percent of expenditures for instruction*	63.1%	Down from 63.5%	64.4%	64.4%
Percent of expenditures for teacher salaries*	56.8%	Up from 55.9%	57.4%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Holly Hill-Roberts Middle School (HHRMS) is located in the town of Holly Hill in Orangeburg County. HHRMS serves as the feeder school for the elementary schools in Eutawville, Vance, and Holly Hill.

Orangeburg County Consolidated School District Three generously staffs HHRMS with professional educators beyond the defined minimum requirements. In addition, the principal, two assistant principals, and an administrative assistant comprise the administrative team. The district provides one instructional coach in science. Two guidance counselors assist students with scheduling, and they provide our students with personal counseling services, when needed. Fifty-four teachers provide direct instruction, and one media specialist provides media services.

Academically, our students excelled. Four Beta Club members placed second in the Living Literature competition at the Junior Beta Club State Convention. Four students were named Junior Scholars. Two students qualified for state recognition in the Duke Talent Identification Program. Future Business Leaders of America members were winners on the district and state levels. Two students received honorable recognition in the 2008-09 ITV Art Contest for the ITV Resources book and the ITV Link publication.

Faculty and staff members were busy as well. One English teacher presented at the South Carolina Association 2008 Annual Conference, and another English teacher was awarded the Palmetto Teacher Association Scholarship. An assistant principal and one of our guidance counselors received a Doctor of Education degree. The administrative team presented at the Summer Leadership Institute in Myrtle Beach and the 21st Annual High Schools That Work Staff Development Conference in New Orleans.

HHRMS will continue successful parental involvement activities such as the Parent/Guardian Report Card Initiative, and Family Night activities. We will also continue to encourage partnerships with local businesses.

The top priority of the faculty and staff for the upcoming year is to increase student performance in all core areas. We intend to incorporate four major strategies – additional tutoring, increased rigor, resources that include computer assisted instruction, and professional development for all teachers and staff. These approaches should enhance opportunities for students to perform on grade level and improve their chances to meet Expected Progress and improve the HHRMS report card rating.

JoAnn B. Lawton, Principal
LaSita Hanzalik, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	158	59
Percent satisfied with learning environment	91.7%	65.0%	73.7%
Percent satisfied with social and physical environment	94.4%	66.9%	65.5%
Percent satisfied with school-home relations	69.4%	82.8%	74.1%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 11 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.8%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.0%	0.0%	No
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	503	98.8	46	41.1	12.1	0.8	19.5	29.5	48.2	No	Yes
Gender											
Male	267	98.1	54.5	39.4	6.1	0	10.6	22.8	41.7	N/A	N/A
Female	236	99.6	36.7	42.9	18.6	1.8	29.2	36.6	55	N/A	N/A
Racial/Ethnic Group											
White	43	97.7	34.3	51.4	11.4	2.9	22.9	38.5	60	I/S	Yes
African American	458	98.9	46.9	40.2	12.2	0.7	19.3	28.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	73	97.3	91.9	8.1	0	0	0	7.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	394	98.7	47	40.8	11.7	0.5	18.2	26.6	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	503	98.8	42.6	47.2	7.2	3	16.7	25	45.8	No	Yes
Gender											
Male	267	97.8	44.9	46.9	7.3	0.8	13.9	24.3	45.6	N/A	N/A
Female	236	100	40.1	47.6	7	5.3	19.8	25.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	43	95.4	32.4	61.8	5.9	0	17.6	35	59	I/S	Yes
African American	458	99.1	43.3	46.1	7.3	3.2	16.5	23.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	73	97.3	75.8	21	3.2	0	4.8	10.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	394	98.7	43.2	47.8	6.3	2.7	14.9	22.5	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	330	99.7	52.9	33.8	8.3	5.1	13.4	17.6	35.7	97.1	95.8
Gender											
Male	177	99.4	52.1	33.9	10.3	3.6	13.9	18.2	37.4	96.7	95.5
Female	153	100	53.7	33.6	6	6.7	12.8	16.8	33.8	97.5	96
Racial/Ethnic Group											
White	28	100	25	33.3	25	16.7	41.7	32.1	49.2	93.9	93.1
African American	301	99.7	55	33.9	6.9	4.2	11.1	16.1	17	97.4	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	92.6	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	89.3	91.5
Disability Status											
Disabled	50	100	88.9	8.9	0	2.2	2.2	5.8	14	95.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	99.9	98
Socio-Economic Status											
Subsidized meals	262	100	55.6	31.5	7.7	5.2	12.9	16.9	21.1	97.1	95.8

Social Studies											
All Students	335	99.4	48.9	34.4	9.8	6.9	16.7	22	34	97.1	95.8
Gender											
Male	179	99.4	55.4	32.1	7.7	4.8	12.5	21	36.6	96.7	95.5
Female	156	99.4	41.6	36.9	12.1	9.4	21.5	23.2	31.3	97.5	96
Racial/Ethnic Group											
White	26	100	42.9	42.9	0	14.3	14.3	33.8	44.5	93.9	93.1
African American	308	99.4	49.5	33.6	10.5	6.4	16.9	20.7	19.1	97.4	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	92.6	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	89.3	91.5
Disability Status											
Disabled	48	95.8	74.4	20.5	2.6	2.6	5.1	8.2	14.4	95.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	99.9	98
Socio-Economic Status											
Subsidized meals	255	99.6	47.1	36	9.9	7	16.9	20.7	21	97.1	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	175	99.4	61.6	31.1	7.3	0	7.3
	7	183	99.5	44.8	43.1	12.1	0	12.1
	8	206	100	51.5	41.8	5.1	1.5	6.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	160	99.4	45.9	38.5	14.2	1.4	15.5
	7	165	100	50.9	38.4	10.1	0.6	10.7
	8	178	97.2	41.2	46.1	12.1	0.6	12.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	175	99.4	36.4	46.7	13.9	3	17
	7	183	99.5	35.1	50	10.3	4.6	14.9
	8	206	100	53.1	45.4	1	0.5	1.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	160	99.4	40.5	41.9	10.8	6.8	17.6
	7	165	99.4	36.7	53.2	7.6	2.5	10.1
	8	178	97.8	50	46.4	3.6	0	3.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	86	100	48.8	34.1	8.5	8.5	17.1
	7	183	99.5	42.5	38.5	12.6	6.3	19
	8	103	100	60.2	34.7	4.1	1	5.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	78	100	78.1	12.3	5.5	4.1	9.6
	7	165	100	41.5	44.7	6.9	6.9	13.8
	8	87	98.9	52.4	31.7	13.4	2.4	15.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	88	98.9	42.7	43.9	12.2	1.2	13.4
	7	183	97.8	47.4	34.5	11.1	7	18.1
	8	103	99	39.2	56.7	3.1	1	4.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	81	100	38.7	33.3	17.3	10.7	28
	7	165	99.4	53.2	31	8.2	7.6	15.8
	8	89	98.9	50	41.7	6	2.4	8.3

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample